

<b>Philadelphia University</b>	 <b>PHILADELPHIA UNIVERSITY</b> THE WAY TO THE FUTURE	<b>Approval date:</b>
<b>Faculty: Arts</b>		<b>Issue:</b>
<b>Department: Human Sciences</b>		<b>Credit hours:3</b>
<b>Academic year 2022-2023</b>		<b>Bachelor</b>

### Course information

Course#	Course title	Prerequisite
0116108	English Communication Skills 2	English Communication Skills 101 (0116107)
Course type		Class time
<input checked="" type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		
		Room #

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail

### Course Delivery Method

Course Delivery Method			
<input checked="" type="checkbox"/> Physical <input type="checkbox"/> Online <input type="checkbox"/> Blended			
Learning Model			
Precentage	Synchronous	Asynchronous	Physical
	0%	0%	100%

### Course Description

English Skills 102 is an advanced course that builds on and expands the reading, listening, speaking, critical thinking, and writing capabilities that students developed in English 101. This course intends to develop student' critical listening skills and by the end of the course, learners will be able to understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life. Furthermore, students are expected to understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.

The course would help students to read with a large degree of independence, adapting styles and speed of reading to different texts and purposes, and using appropriate reference sources selectively.

The course stresses the skill of speaking and aims at prompting students' ability to use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relation between ideas. Moreover, students are expected to communicate spontaneously adopting a level of formality appropriate to the circumstances.

The course prepares students to meet the challenges of professional oral communication through prepared presentations which provides students with the opportunity to develop the necessary skills for public speaking and the tools to be effective communicators in English.

Furthermore, it includes critical analysis, interpretation and evaluation of various reading texts along with writing opinion essays, a personal statement, summary of an article and online comments. It also exposes students to a variety of communication styles and modes and helps students. In addition to this, it establishes a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging students to explore issues and adjusting sensitively the way he/she expresses things.

### Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes
<b>Knowledge</b>		
<b>K1</b>	<b>Visual Sources of Knowledge&amp; Background Knowledge</b> Look at compelling images which open every unit, introduce the theme and enrich student's knowledge about the topic.	<b>K1</b>
<b>K2</b>	<b>Vocabulary</b>  Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialization with other specialists.  Has a good range of vocabulary for matters connected to his/her field and most general topics.  Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  Can produce the appropriate collocations of many words in most contexts fairly systematically.	
<b>K3</b>	<b>Reading Comprehension</b> Read a variety of texts at the upper-intermediate level and master reading comprehension skills.  Become familiar with some critical thinking skills important for professional English, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence.	<b>K2</b>
<b>Skills</b>		

<p><b>S1</b></p>	<p><b>Reading Comprehension</b></p> <p>Apply reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills.</p> <p>Read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Understand what is said in a personal email or posting even where some colloquial language is used.</p> <p>Scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p> <p>Scan quickly through long and complex texts, locating relevant details.</p> <p>Quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p>	<p><b>S1</b></p>
<p><b>S2</b></p>	<p><b>Speaking and Real Life Situations</b></p> <p>Establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.</p> <p>Indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.</p> <p>Engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Convey degrees of emotion and highlight the personal significance of events and experiences.</p> <p>Speak about a variety of topics selected by instructors or students, relevant to the topics covered in the course, and preparing proper projects and presentations.</p> <p>Prepare well-designed professional presentations</p> <p>Practice role play and simulations</p> <p>Practice pair and teamwork</p> <p>Speak English free from mistakes and using functional English in a variety of formal and informal situations, such as reacting to stories, narrating incidents, reporting news, describing skills, talents and experience, and finally getting around a new place or touristic attraction.</p>	<p><b>S2</b></p>

S3	<p><b>Listening</b></p> <p>Keep up with an animated conversation between speakers of the target language.</p> <p>Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</p> <p>Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.</p> <p>Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.</p> <p>Can follow the essentials of lectures, talks, reports, and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialized field, provided that the talk is delivered in standard spoken language.</p>	S3
S7	<p><b>Watching Videos</b></p> <p>Apply the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities.</p>	
S8	<p><b>Writing</b></p> <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can write a detailed description of a complex process.</p> <p>Can evaluate different ideas or solutions to a problem.</p> <p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesize information and arguments from a number of sources.</p> <p>Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.</p> <p>Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him/herself as appropriate to the situation.</p>	

Competencies		
<b>C1</b>	<b>Critical Thinking</b> Apply critical thinking skills in various situations. Evaluate and make analyses of knowledge, presented in English-written texts, audios and videos. Express opinions and make judgments in professional and personal situations.	<b>C1</b>
<b>C2</b>	<b>Communication Competencies</b> <ul style="list-style-type: none"> <li>• establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things.</li> <li>• build upon other's ideas, making suggestions for ways forward.</li> <li>• convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.</li> <li>• convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well structured texts within his/her fields of professional, academic and personal interest.</li> </ul>	<b>C2</b>

### Learning Resources

Course textbook	Hendra, Leslie Anne, Ibbotson, Mark & O'Dell, Kathryn (2020). Evolve B2. Cambridge University Press.
Supporting References	<p><b><u>Writing References:</u></b></p> <p>1. Frank, O'Hare &amp; Robert Funk (2000).The Modern Writer's Handbook. Allyn &amp;Bacon</p> <p><b><u>Speaking References:</u></b></p> <p>1. Theibert, Philip. (2003). How to Give a Damn Good Speech . Jaico Publishing House</p> <p><b><u>Reading References:</u></b></p> <p>1. Goatly, Andrew.(2000).Critical Reading and Writing : An Introductory Case Book . Routledge .</p>
Supporting websites	<a href="http://www.cambridgeone.org">www.cambridgeone.org</a> .
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input type="checkbox"/> Other

### Meetings and subjects timetable

Topics	Exercises	Page number	Tasks	Online Tasks	Material	Weeks
Orientation/ Drop and Add						Week 1 5/3-9/3
Start speaking	A, B, C, D	1				Week 2 12/3-15/3
1.1 Language in Context Life Changes	A, B, C	2			Course Book	
Vocabulary: Facing Challenges	A, C	2	B / page 141 ex. 1.1.	Vocabulary presentation + Vocabulary practice	Course book and Digital workbook	
Grammar (Present Habits)	A, C, D	3		Grammar presentation+ Grammar practice	Digital workbook	
Speaking	A	3				Week 3 19/3-22/3
1.2 Language in Context Reading (Memory Lane)	A, B	4				
Vocabulary: Describing annoying Things	A, B, D	4	C /page 141 ex. 1.2.	Vocabulary presentation + vocabulary practice	Digital Workbook	
Grammar : Past habits	A, C			Grammar presentation+ Grammar practice		
Speaking	A	5	Expert speaker			
1.3 Listening (Upgrade)	A, B, C, D	6		Listening	Audio+ Digital Workbook	Week 4 26/3-29/3
Speaking Skills	A,B, C	7				
Speaking	A	7				
1.4 Reading Back to Basics	A, B, C	8		Reading and reading preparation	Textbook and digital workbook	
Writing	A, B, C, D, E	9	Writing an opinion essay	1.4 Writing skills		Week 5 2/4-5/4
1.5 Speaking: Time to Speak Blast from the Past	A, B, C, D, E, F	10		Watch and listen 1+ 2 Focus on language		

Useful Phrases		10	Check your Progress Page 153			
Video: Documentary 1 Out of Our hands				Video Documentary 1: Out of Our hands	Video	
Start Speaking	A, B, C	21	Expert Speaker		Course Book	
3.1 Language in Context Power in Quiet	A, B, C	22		1.1 Describing personality 1, 2, 3, 4		Week 6 9/4- 12/4
Vocabulary	A, C	22	B (page 142 ex. 3.1.			
Grammar	C	23				
Speaking	A	23				
3.2 Language in Context Things and Emotions	A, B, C	24				Week 7 16/4- 19/4
Vocabulary Strong Emotions	A, B, C	25	Expert Speaker	Lesson 1.2 Things and Emotions		
Speaking	A	25				
3.3 Listening Asking for Favors	A, B, C, D, E, F	26		1.3 Asking for favors	Audio	
Speaking Skills	A, B	27	C			
Speaking	A	27				
<b>Eid Al-Fitter</b>						<b>Week 8 23/4- 26/4</b>
<b>The Mid Exams</b>						<b>16/4- 30/4</b>
3.4 Reading The Right Job for Me	A,B, C, D	28 + 29		1.4 The Right Job for Me		Week 9 30/4- 3/5
Writing	A, B, C, D, E, F	29	Writing a personal statement			Week 9+ Week 10 30/4- 3/5 7/5- 10/5
3.5 Time to Speak Getting the Job	A, B, C, D	30				Week 10
Useful Phrases		30	Check your Progress (153)			7/5- 10/5

Video: Documentary 3 How Different are we really are?				Video: Documentary 3 How Different are we really are?	Video	
Start Speaking	A, B, C	33	Expert Speaker			Week 11 14/5-17/5
4.1 Language in Context It Takes a Team	A, B	34				
Vocabulary : Professional Relationships	A, C	34	B (page 143, ex. 4.1)	Vocabulary presentation + vocabulary practice		
Speaking	A	35	Expert Speaker			
4.2 Language in Context Destructive Teams	A, B, C	36				Week 12 21/5-24/5
Vocabulary: Assessing Ideas	A, C	36	B (page 144, ex. 4.2.)	Vocabulary Presentation+ vocabulary practice	Digital Workbook	
Speaking	A	37				
4.3 Listening	A, B, C, D	38			Audio	
Speaking Skills	A	39	B (page 157, 159)			Week 13 28/5-31/5
Speaking	A	39				
4.4 Reading The Me Team	A, B, C, D, E	40		Reading preparation	Digital Workbook	
Writing	A, B, C, D, E	41	Writing a Summary			
4.5 Time to Speak The Big Event	A, B, C, D, E	42				Week 14 4/6-7/6
Useful Phrases		42	Check your Progress (page 154)			
Video: Documentary 4 The Forest Guards				Video: Documentary 4 The Forest Guards	Video	
Start Speaking	A, B, C	43	Expert Speaker			
5.1 Language in Context Imitating Reality	A, B, C	44				Week 14 4/6-7/6
Vocabulary : Dealing with Emotions	A, B, D	44	C (Page 144, ex. 5.1)	Vocabulary presentation	Digital Workbook	
Speaking	A	45	Expert Speaker			

5.2 Language in Context The End of the Office	A, B, C	46				Week 15 11/6-14/6
Vocabulary: Willingness and Unwillingness	A, C	46	B (page 145, ex. 5.2.)	Vocabulary presentation	Digital Workbook	
Speaking	A	47				
<b>The Final Exams</b>						<b>Week 16 18/6-21/6</b>

### Course Contributing to Learner Skill Development

Using Technology
<ol style="list-style-type: none"> <li>Using the Internet to search for information.</li> <li>Using applications for playing various games that would help learn English.</li> <li>Expanding students' ability to use audios, videos and images to prepare presentations.</li> <li>Using the digital workbook which is offered to students on Cambridge one platform</li> </ol>
Communication skills
<ol style="list-style-type: none"> <li>Becoming competent in terms of communication skills in personal and professional contexts.</li> <li>Working collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them, and explaining suggestions for what to do next.</li> <li>further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.</li> </ol>
Application of concepts learnt
<ol style="list-style-type: none"> <li>Reading, analyzing and appreciating English texts at the post-intermediate level.</li> <li>Using English words, phrases, idioms and expressions properly.</li> <li>Becoming able of self-expression using the English language.</li> <li>Listening to and understanding English audios and watching English documentaries and films.</li> <li>Mastering formal writing required in different contexts.</li> </ol>

### Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
<b>Mid Term Exam</b> (week 8) <b>16/4-30/4</b>	<b>30%</b>	Weeks seven & Eight	K1 , K2 S1 , S3 C 1 , C3
<b>Various Assessments *</b>	<b>30%</b>	Throughout the Semester	
<b>Final Exam</b> (week 16) <b>18/6-21/6</b>	<b>40%</b>	Week Sixteen	K1 , K2 S1 , S3 C 1 , C3
<b>Total</b>	<b>100%</b>		

### Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
<b>Knowledge</b>			
<b>K1</b>	Students will be able to understand and scan different reading passages for information and details.	Group Discussions  Project-Based Learning	Mid Term Exam Final Exam
<b>K2</b>	Students will be able to understand various listening tasks, take notes and find details and main ideas.	Lectures Collaborative Learning Role play	Quizzes Homework Individual or group Project Presentation
<b>K3</b>	Use the vocabulary they learnt in other similar contexts	Flipped Class	Peer assessment Reference assessment Digital workbook
<b>K4</b>			
<b>Skills</b>			
<b>S1</b>	Read texts more efficiently and think critically about different topics  Apply reading comprehension skills such as skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation		Videotaped assignments  In-Class Assignment Out of class assignment
<b>S2</b>	Use English in real-life situations		Reports
<b>S3</b>	Use language functions such as request and agreement in different contexts		

<b>S4</b>	Students will be able to write a personal statement, write summaries as well as organized coherent opinion and descriptive essays.		
<b>Competencies</b>			
<b>C1</b>	Apply critical thinking techniques in various contexts Evaluate and analyze knowledge, presented in texts, audios and videos. Express opinions and make judgments in professional and personal situations. .		
<b>C2</b>	Be able to communicate with English native speakers and other English learners in personal and professional contexts.		

### Course Policies

<b>Policy</b>	<b>Policy Requirements</b>
<b>Passing Grade</b>	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date.</li> <li>• A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
<b>Academic Honesty</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.

## Program Learning Outcomes to be assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
K1 S1 C1	<p>Students will be able to understand and scan different reading passages for information and details.</p> <p>Think critically about different topics.</p> <p>Express opinions and make judgments in professional and personal situations.</p> <p>Write , write summaries as well as organized and coherent opinion and descriptive essays .</p>	English Communication Skills 2	<p>Exams Quizzes</p> <p>Projects, presentations reports</p>	Proficient in English Speak accurately and fluently

### Description of Program Learning Outcome Assessment Method

#### Mid-Term Exam (Multiple Choice Questions)

The mid-term exam contains 20, 25, or 30 questions, totaling 30 points.

#### Final Exam (Multiple choice questions)

The final exam contains 20, 30 or 40 questions, totaling 40 marks.

##### 1. Basic Notions (Reading & Vocabulary)

The aim of the questions in this part is to evaluate the required minimal student knowledge and skills.

##### 2. Familiar Problems Solving (Writing)

The aim of the questions in this part is to evaluate that the student has some basic knowledge of the key aspects of the lecture material and can attempt to solve familiar problems.

##### 3. Unfamiliar Problems Solving (An Unseen Passage and Critical Thinking)

**Objectives.** The aim of the questions in this part is to evaluate that the student can solve familiar problems with ease and can make progress towards the solution of unfamiliar problems, and can set out reasoning and explanation in a clear and coherent manner.

**Participation: (30) points**

**3 Quizzes :15 points** (one of them can be an assignment)

**Speaking Exam: (oral presentation) 10 points**

**Participation: 5 points**

## **Rubric of the Program Learning Outcome**

### **A Speaking Rubric for the Presentation**

<b>Student's Number</b>	<b>(4 points)</b>  Preparing Material for the Speaking Exam Including: Choice of Topic & Visual Aids	<b>(3 points)</b>  The Ability to Speak Very Good English with Only Minor Mistakes	<b>(3 points)</b>  The Ability to Answer the Examiner's Questions & Express Personal Pieces of Opinions	<b>Total (10)</b>
-------------------------	--	--	---	-------------------

### **A Speaking Rubric for the Real Life Situations**

<b>Student's Number</b>	<b>(1 point)</b> Student's Willingness to Take Initiative	<b>(2 points)</b> The Accuracy of Expressions	<b>(2 points)</b> Language Fluency & Accuracy	<b>Total</b>
-------------------------	--	--	--	--------------